

Overview		Resources	Key Vocab
<p>During Spring 1 term children will be exploring the topic/theme of "The Emergency Room". Children will investigate and find out about the people, who work there, and their jobs, the importance of their work and what to do if ever faced with an emergency.</p> <p>Children will experience visits from emergency service workers whom will support children in learning basic first aid skills and how to help their friends and family in periods of crisis.</p> <p>Children will learn about keeping safe and looking after themselves and also what to do in the event of an emergency.</p> <p>We will move on to compare and contrast our own medical services to those of a less developed country - Haiti, and how the people who live in such areas do not have access to the level of care we do, and how we can help people who live there after devastating natural events such as earthquakes.</p> <p>We will also investigate the way in which medical care has evolved through history researching and finding out about significant figures from history such as Florence Nightingale.</p>		<ul style="list-style-type: none">ART - clay, ribbon, tools to shape clay.SEAL - Relationships Theme - Red Resource fileMaths - clocks, time games, IWB, measurement/capacity resourcesRole-Play; outfits, first aid equipment, medical supply boxes, posters, signs, first aid kit (toy)	Emergency, medical, contact, emergency services, doctor, nurse, paramedic, St John's Ambulance, fire brigade, ambulance, first-aid, past, present, Florence Nightingale, compare, contrast, similar, different, lesser developed country, Haiti, less fortunate, history, local, abroad, country, continent, atlas, map, globe
Area of Learning	Assessment / Objectives	Activity / Success Criteria	Evaluation / Next Steps
<p>PSED</p> <p>SEAL - Theme - Relationships</p> <p>PSHE/Citizenship</p> <p>EVFS</p> <p>PSED - Making Relations, Self-Confidence and Self-Awareness, Managing Feelings and Behaviour ELGs</p> <p>Key Stage 1</p> <p>1a, 1b, 1c, 1d, 2c, 2d, 4a, 4b, 4c, 4d,</p> <p>Key Stage 2</p> <p>1a, 1b, 1c, 2c, 2f, 4f, 4g,</p>	<ul style="list-style-type: none">Compare and contrast health care provision in the UK and lesser developing countries - HaitiVisit to Safety WorksFirst aid training - St. Johns Ambulance / ParamedicsCircle Time focus; Changing an unfair situation Being pleased for someone's achievements Telling the truth, saying sorry or making amends Helping someone who is feeling sad or lonelyCoaching/mentoringGames - taking turns/sharing/C&L <p>Skills/ Success Criteria</p> <p>Understanding my feelings</p> <ul style="list-style-type: none">I can tell when I am feeling sad or angry.I can show someone when I am feeling sad, angry or happy.I can tell you how it feels when things are unfair.I can tell you how I feel if I am missing someone or have lost someone or something I care about. <p>Managing my feelings</p> <ul style="list-style-type: none">I am beginning to understand that if someone leaves me they can still love me.I can remember someone I care about even if they are not there.I can talk about how this can impact on my lifeI can feel better when I am feeling sad or am missing someone. <p>Understanding the feelings of others</p> <ul style="list-style-type: none">I can tell if someone is happy, sad or angry. <p>Making Choices</p>		

	<ul style="list-style-type: none"> I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair. 	
	Child initiated/personalisation <ul style="list-style-type: none"> Children will identify their own behaviour targets in line with the expectations and guidelines of the setting Staff will support children in finding ways to help themselves in achieving set targets Children and staff will work together to identify barriers to learning and strategies that will help learners progress more successfully 	
CL Communication <u>Speaking - S</u> 129, 132, 133, 134, 135, 136, 137, 124, 118 Communication <u>Listening - S</u> 100, 101, 104, 105, 109, 110, 111, 112, 113, 114, 115, 117, 119, 118, 120, 121, 125, 126	<ul style="list-style-type: none"> Role-Play Corner Safety works visit - scenario based work Circle Time - taking turns in conversations / talking stick Story time - asking/answers questions and relating to own experiences Weekly Speaking and Listening lessons Coaching Organic as part of adult led teaching Skills/ Success Criteria <u>Listening and attention</u> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. <u>Understanding</u> <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. <u>Speaking</u> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	
	Child Initiated/personalisation <ul style="list-style-type: none"> Children will be coached into identifying key areas of weaknesses within Communication and will be supported in tackling their weaknesses. Children will plan their own programme of study to meet these targets and revisit areas we have already covered so far in their placement, where they feel they have struggled. 	
PD Gross Motor <ul style="list-style-type: none"> EYFS - PD -Moving and Handling ELG EYFS - PD -Health and Self-Care ELG NC-Programme of Study - PE - KS1 & KS2 Fine Motor Writing Handwriting - S 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111	Gross Motor <ul style="list-style-type: none"> Structured Break times will support children in learning and developing gross motor skills; <ul style="list-style-type: none"> basic ball skills, racket games such as tennis/badminton, playground games such as; Boccia, skittles, tag, stuck in the mud etc team work; parachute games, football, etc P.E. Will be taught as a bespoke curriculum through weekly P.E. lessons Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Skills/ Success Criteria <ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. 	

<p>Handwriting - E 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210</p>	<ul style="list-style-type: none"> • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. <p>Fine Motor</p> <ul style="list-style-type: none"> • Weekly Handwriting lessons supported by modelling and formation correction through written activities • Daily fine motor morning activities/child initiated activities - play dough (dough-disco), lego, construction, Threading/beading/pop-poms/tweezers etc • Big Writing - chalk, magic paint etc on yard <p>Skills/ Success Criteria</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> • Children's motor skills assessed and planned for - adults will provide alternative ways of presenting work and supporting children to develop fine motor skills i.e. where writing can be a concern children may use cutting and sticking to present their understanding. • Children will be supported in using tools such as pencils and scissors by adult modelling, turn taking, group work, paired work and other strategies to build confidence and skill. 	
<p>Literacy Reading Word - S 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111 Word - E 220, 221, 222, 225, 226 Comprehension - S 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112 Comprehension - E 200, 201, 203, 207, 208, 212, 211, 213, 223, 224, 225, 226 Writing Composition - S</p>	<p>Phonics/SPAG</p> <ul style="list-style-type: none"> • Children will take part in either daily Phonics or SPAG sessions • Children's personalised targets will be addressed and supported through these sessions • Children will receive weekly spellings to support further development of reading and writing. <p>Reading Wider Reading:</p> <ul style="list-style-type: none"> • Children will be involved in story time at the end of every day to allow them time to build up a bank of familiar stories. • Children will be involved in book talk surrounding fiction and non-fiction texts to support them in using different types and genres of books independently. • Story time will encourage children to read independently and support their enjoyment of reading. • Children will be using non-fiction information texts in order to support them in the development of their product marketing. <p>Independent Reading</p> <ul style="list-style-type: none"> • Children will be assessed using the Northumberland Toolkit, to support staff in personalising learning to support individual readers. Children will be given, age and level appropriate 1:1 reading books to help develop and support children's reading for pleasure. <p>Writing</p> <ul style="list-style-type: none"> • Report Writing - of personal events, medical procedures, knowledge of Haiti, Florence Nightingale • Time-Line • Writing instructions - first aid • Pen-pal from another country - email/letter writing <p>Drama/Creative</p>	

<p>100, 101, 102, 103, 104, 105, 106</p> <p>Composition - E</p> <p>200, 201, 203, 204, 206, 210, 212, 216, 217, 218</p> <p>Grammar - S</p> <p>100</p> <p>Grammar - E</p> <p>200, 201, 202, 203, 204, 209</p> <p>Transcription - S</p> <p>100, 101, 102, 103</p> <p>Transcription - E</p> <p>200, 201, 202, 211, 212, 215</p>	<ul style="list-style-type: none"> Develop Role-Play Corner Safety Works Visit - scenario based work Puppet Theatre First Aid training <p>Skills/ Success Criteria</p> <p>Reading</p> <ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. They read simple instructions and begin to be able to follow on their own. They begin to note common features of reports and can apply their structure to their writing <p>Writing</p> <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. They begin to note common features of reports and can apply their structure to their writing They begin to create more interesting sentences using adjectives Children also begin to use past and present forms to write in varied contexts. 	
	<p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children will be coached into identifying key areas of weaknesses within literacy and will be supported in tackling the weaknesses. Children will plan their own programme of study to meet these targets and revisit areas we have already covered so far in their placement, where they feel they have struggled. 	
<p>Maths</p> <p>Measurement - S</p> <p>108, 109, 110, 111, 113, 114, 115, 117, 118, 120, 121, 122, 123</p> <p>Measurement - E</p> <p>202, 203, 206, 207, 209, 210, 211, 215, 216, 221, 222, 223</p>	<p>Time</p> <ul style="list-style-type: none"> Analogue time - telling/reading Sequencing/ordering events by time (past and present) Chronology Positional language-1st, 2nd, last etc <p>Capacity</p> <ul style="list-style-type: none"> Measuring in ml and litres Comparing capacities Measuring out liquids (like medicine for role play) 	
	<p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children will be coached into identifying key areas of weaknesses within mathematics and will be supported in tackling the weaknesses. Children will plan their own programme of study to meet these targets and revisit areas we have already covered so far in their placement, where they feel they have struggled. 	
<p>UW</p> <p>Science</p> <ul style="list-style-type: none"> EYFS - UW -ELG <p>NC-Programme of Study - Science - KS1 & KS2</p> <p>R.E.</p> <ul style="list-style-type: none"> EYFS - UW -ELG NC-Programme of 	<p>Science - Working Scientifically</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to question. <p>R.E.</p> <ul style="list-style-type: none"> Investigate the link between medical practices and religions Discuss how different religions agree/disagree with some medical practices and why Study the way in which different religions celebrate life, death and prepare for both; baptism/coming of age/funeral and memorials 	

<p>Study - Science - KS1 & KS2</p> <p>Geography</p> <ul style="list-style-type: none"> EYFS - UW -ELG NC-Programme of Study - Science - KS1 & KS2 <p>History</p> <ul style="list-style-type: none"> EYFS - UW -ELG NC-Programme of Study - Science - KS1 & KS2 	<p>Geography</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>History</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Florence Nightingale Study <p>Skills/ Success Criteria</p> <p>Science</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <p>R.E.</p> <ul style="list-style-type: none"> Reflect on religious and spiritual feelings and experiences. Recognise that religious teachings and ideas make a difference to individuals, families and the local community. <p>Geography</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. <p>History</p> <ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	
	<p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children will be supported in presenting work according to the different learning styles (VAK) to support them in achieving success in a way that suits their learning style. Children will be encouraged to use various recording strategies in order to personalise their own learning and create opportunities for children to become more engaged and invested in their own learning. Children will work in a variety of ways; individually, 1:1 support, group work, partner work etc; again in accordance to their own identified learning needs as obtained through readiness for reintegration scale. 	
<p>EAD</p> <p>Art/D&T</p> <p>KS1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products <p>KS2</p> <p>Pupils should be taught:</p>	<p>Art/D&T</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Use rolled up paper, straws, paper, card and clay as materials. * use techniques such as rolling, cutting, moulding and carving. Make a medal, similar to that received by Florence Nightingale, using clay. <p>Music</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically. <p>Skills/ Success Criteria</p> <p>Art/D&T</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>Music</p>	

<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Identify the beat of a tune. <p>Child Initiated/personalisation</p> <ul style="list-style-type: none"> Children will be supported in presenting work according to the different learning styles (VAK) to support them in achieving success in a way that suits their learning style. Children will be encouraged to use various recording strategies in order to personalise their own learning and create opportunities for children to become more engaged and invested in their own learning. Children will work in a variety of ways; individually, 1:1 support, group work, partner work etc; again in accordance to their own identified learning needs as obtained through readiness for reintegration scale. 	
ICT / E-Safety	<p><u>ICT</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use a range of applications and devices in order to communicate ideas, work and messages. Email Pen-pal from another country. <p><u>E-Safety</u></p> <ul style="list-style-type: none"> Explore what information is appropriate to be shared online. 	
Educational Trips/Visits	<ul style="list-style-type: none"> Safety Works - Newcastle Paramedic/First Aid Training Visit into school Visit from St Johns Ambulance 	<u>Impact of trips/visit (to be recorded)</u>